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ABSTRACT

The purpose of this Personalized Activity Kit is to
present the concepts and applications of effective time management.
The participant will be able to use his time more effectively,
thereby accomplishing the high priority objectives in the shortest
amount of time. (Author)

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A SCHOOL IMPROVEMENT - ACCOUNTABILITY PROCESS KIT

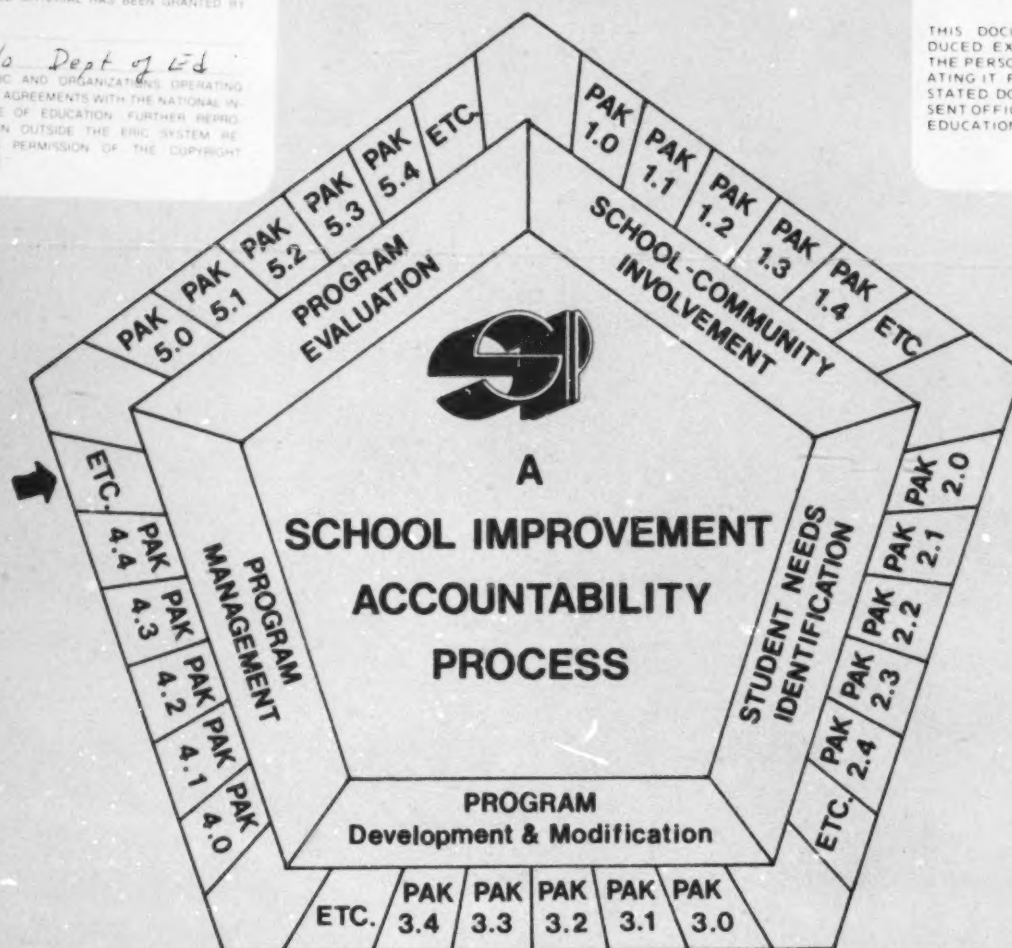
PAK #4.6 - MANAGING TIME

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Personalized Activity Kit (PAK) for use as:

- Individualized Study Guide
- Small Group Study Guide
- Workshop Facilitator's Guide

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A SCHOOL IMPROVEMENT - ACCOUNTABILITY PROCESS KIT

PAK #4.6 - MANAGING TIME

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Please note ...

When you have completed this packet,
we would appreciate any recommendations
you may wish to make about improving
the content, activities, or format.

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DIRECTIONS FOR THE USE OF THE PAK

Each PAK is designed to be used in three alternative ways: 1) an individual user can work through the packet on his own; 2) a small group may work co-operatively; or, 3) a group of participants may be involved in a workshop situation under the leadership of a facilitator. Experience indicates that the latter is the most desirable situation. While an individual may work through the materials on his own, he misses those shared experiences which come as learners interact in a group situation.

PLEASE NOTE

Because this PAK will be used by many people in your district, please mark only the worksheets supplied by your instructor. Do not mark the pages of this PAK. Sample transparencies and worksheets (for duplication) are included in Appendices A and B.

If you are using PAK materials in a group workshop situation, consult Appendix A for detailed instructions. The diagram on the cover page and diagrams for Appendix A may be used to make overhead transparencies.

If you are working through the PAK individually, follow the general directions listed below:

- ° Read content of the PAK.
- ° Refer to Appendix A, page 2, for additional instructions.
- ° Do the exercises on worksheets copied from Appendix B.
- ° Read the bibliography (when included).

MANAGING TIME

Purpose:

The purpose of this PAK is to present the concepts and applications of effective time management. The participant will be able to use his time more effectively, thereby accomplishing the high priority objectives in the shortest amount of time.

Elements of Executive Effectiveness

Peter Drucker has indicated that time management is a number one element of executive effectiveness. Here are some key points to remember:

1. Effective executives know where their time goes. They work systematically at managing the time that can be brought under their control.
2. Effective executives focus on outward contribution. They gear their efforts to results rather than to work. They start out with the question, "What results are expected of me?" rather than with the work to be done, much less thinking about which techniques and tools.
3. Effective executives build on strengths--their own strengths, the strengths of their superiors, colleagues, subordinates, and also on the strengths in the situation. They do not build on weakness. They do not start out with the things they cannot do.
4. Effective executives concentrate on the few major areas where superior performance will produce outstanding results. They force themselves to set priorities and stay with their priority decisions. They know that they have no choice but to do first things first--and second things may not get done at all. The alternative can result in getting nothing done.
5. Effective executives, finally, make effective decisions. They know that this is, above all, a matter of a systematic procedure--of the right steps in the right sequence. They know that an effective decision is a judgment based on a synthesis of many ideas from many people. They know that making many decisions fast often means making wrong decisions. What is needed is the right strategy.¹

Finding time to do the important things and organizing time so as to concentrate energies on critical issues is not difficult. It requires:

¹ Drucker, Peter F., The Effective Executive. New York: Harper & Row, 1966.

- ° Understanding the basic concepts of time management
- ° Knowing where your time goes
- ° Prioritizing where you invest your time
- ° Avoiding barriers to effective time usage
- ° Using a few basic time management tools

Understanding the Basic Concepts of Time Management

- ° Superintendents nation-wide report that they spend 57.9 hours per week on the job. (AASA Study Report)
- ° Principals nation-wide report that they spend approximately 50 hours per week in school and school-related activities. (NEA Study Report)
- ° The effective executive plans and controls his time; the ineffective executive is controlled by events and constituents.
- ° Assuming an average work week for administrators of approximately 50 hours, it is generally considered critical that managers devote at least 30% of their work week to professional growth activities, such as conferences, reading, visiting other schools.
- ° Deducting 15 hours (30% from the 50-hour work week) leaves 35 hours for the principal or superintendent to devote to operational responsibilities.
- ° In order to plan effectively, it is suggested that the principal or superintendent block out two hours per week for planning in each of six critical areas of management:
 - (a) Goals, objectives, and student needs
 - (b) Programs
 - (c) Staff Development
 - (d) Team building
 - (e) Evaluation
 - (f) Community support
- ° Deducting 12 hours per week from the 35 hours leaves 23 hours per week for crisis management and general operation.
- ° Because most people are most creative in the morning, it is suggested that the planning time be scheduled for the morning.

- ° Two-hour blocks of time are suggested for planning because a large space of time at one sitting is more effective than short spaces of time scheduled separately.
- ° There is little correlation between an effective manager and the amount of time he spends on the job.
- ° There is high correlation between an effective manager and the amount of time he spends on high-priority objectives during "quality" time. ("Quality" means sufficient time in large blocks during his most creative periods.)

Knowing Where Your Time Goes

At least one month per year every manager should keep or have his secretary keep an accurate record of where his time goes; even the manager who considers himself highly efficient is usually shocked at the outcome. The results of such surveys usually show:

- ° majority of time spent in crisis resolution instead of planning to prevent crisis situations
- ° much time spent dealing with frequent interruptions which destroy planning incentives and momentum
- ° more time spent on trivia than on really important items
- ° insufficient time devoted to important objectives--too much time spent on unimportant objectives
- ° most hours of quality time spent on items which require least creativity and productivity.

Prioritizing What You Spend Your Time On

Every manager has objectives in areas such as personal, professional, family, health, community, social and recreational. Obviously, spending all your time on the golf course or ski slopes may assist you in reaching a recreational objective, but it will undoubtedly play havoc with your job and your home life. Most managers recognize this, but few realize that the same overindulgence of time in their professional role may also jeopardize their home, family, and health. What is needed is to:

1. Set forth objectives in each area of life
2. Determine which objectives are the highest priority
3. Allocate time to those of highest priority
4. Monitor your schedule to make certain that high-priority objectives continue to receive high amount and high quality time allocations.

Avoiding Barriers to Effective Time Usage

There are many pitfalls for the unwary manager in his effective use of time. A few of these are:

- ° Telephone interruptions: *Do not let the telephone manage your time. Call back at your convenience.*
- ° Wasted commuting time: *Schedule your time to take advantage of idle waiting time---read reports, listen to cassette tapes, organize thoughts.*
- ° Doing low priority activities: *Delegate, Delegate, DELEGATE! Does it really make a difference if some of these things are not done?*
- ° Inability to say "no:" *Learn to say "NO" based on your high priority objectives. Share this with the person asking. You may find the asker is happy with your answer.*
- ° Television: *One of the biggest time wasters in the world today. (Also one of the most effective teachers when used properly.)*
- ° Office traditions: *Meetings, meetings, meetings, plus inefficient agendas.*
- ° Executive hobbies: *Spending time on an area just because you enjoy it, are particularly proficient in it, or once had it as a responsibility.*
- ° Crisis Management: *Putting out the fires instead of planning to prevent them.*
- ° Work ethic: *Keep busy or at least look busy.*
- ° Unclear role definition: *Maybe you are doing something you think you are supposed to do; however, your superior cannot understand why you are doing it and does not ask.*
- ° Temporary condition: *Assuming the present crisis situation is a temporary condition which will go away. It won't.*

Using a Few Basic Time Management Tools

- ° Establish written goals and objectives: *You will not know where you are going or when you have arrived, nor will anyone else, unless you have specific goals and objectives.*
- ° Periodically check with your supervisor: *Jointly reviewing your goals and objectives will provide this reassurance and commitment.*
- ° Develop a plan for each role: *Most managers perform several roles. Have a written plan for each role you perform.*

- ° Establish proper working conditions: *Turn down the radio, find a quiet hideaway, instruct your secretary about times you do not wish to be interrupted.*
- ° Delegate: *Assign the least important tasks to others or forget them. If you have delegated wisely, then a minimum amount of supervision is needed.*
- ° Set deadlines
- ° Develop enthusiasm
- ° Concentrate totally
- ° Take time to be courteous with others
- ° Recognize and respond to fatigue
- ° Use a pocket day-timer: *List priorities for the day in numerical order. The ones you do not finish become first on the list tomorrow. Plan your day--follow your plan.*
- ° Block out your time: *Schedule your time according to the activity. Creative activities need high energy time---probably morning time for most people. Planning time requires uninterrupted blocks of time of at least one-two hours during high energy time. Telephone calls and letter writing require low energy times, probably later in the day for most.*
- ° Instruct your secretary and use clerical services judiciously: *She can hide you, protect you, inspire you, or she can interrupt you, nag you and irritate you.*
- ° Hold periodic evaluation meetings: *At least monthly. "How are we doing? What can we do better? What is slowing us down?"*
- ° Schedule daily creative time: *At least one-half hour daily, just think about who you are, where you are going and how to solve some of those nagging problems.*
- ° Improve reading and listening skills: *Do not read every word of every book---read the essence. Listen carefully---get the message from both verbal and non-verbal communications.*

Now that additional time has been identified, how may it be used effectively? The list on the next page offers some suggestions:

- Review your philosophy of administration.
- Study systematically an "innovation" in your school.
- Write some notes of appreciation to people whose contribution to your school you value.
- Work out the plans for a "great idea" for your school.
- Confer with some teachers about some of your ideas for improving programs - and listening to their ideas.
- Think of ways to evaluate the success of your school's student activity program.
- Develop means of helping someone else do his job better.
- Talk with students about what they like about your school.
- Invite some parents in for coffee to hear their concerns.
- Visit some classes - just to show interest and be better informed.
- Plan a campaign to improve "school spirit" and pride.
- Help some teachers on writing their course objectives.
- Attend some student activities you haven't seen before - a chess match, a girls' volleyball game, a forensic meet.
- Develop your administrative objectives for the year.
- Read some of the good articles and books which are affecting direction of education.
- Get out of the office and "into the school."
- Visit a school where something exciting is happening.
- Write the article you've always said you were going to.
- Go out to lunch with some parents, teachers, or colleagues.
- Renew a friendship.
- Call someone you respect for advice.
- Enjoy being an administrator with all of the opportunities for service and leadership.

The following pages present an example of one systematic approach to better time management. Study the example carefully. You will be asked to do your own exercise following the format and procedures given in this example. The exercise is in Appendix B. Detailed directions are in Appendix A.

EXAMPLE - 1

WHAT DO YOU WANT PEOPLE TO REMEMBER YOU FOR?

John Doe

Name

1. He/She was committed to:
 - a. Spouse and family
 - b. Helping children and others
 - c.
 - d.
 - e.

2. He/She was a recognized specialist/generalist in:
 - a. Working with people
 - b.
 - c.
 - d.
 - e.

EXAMPLE - 2

Hours Per Week = 168

PAK #4.6

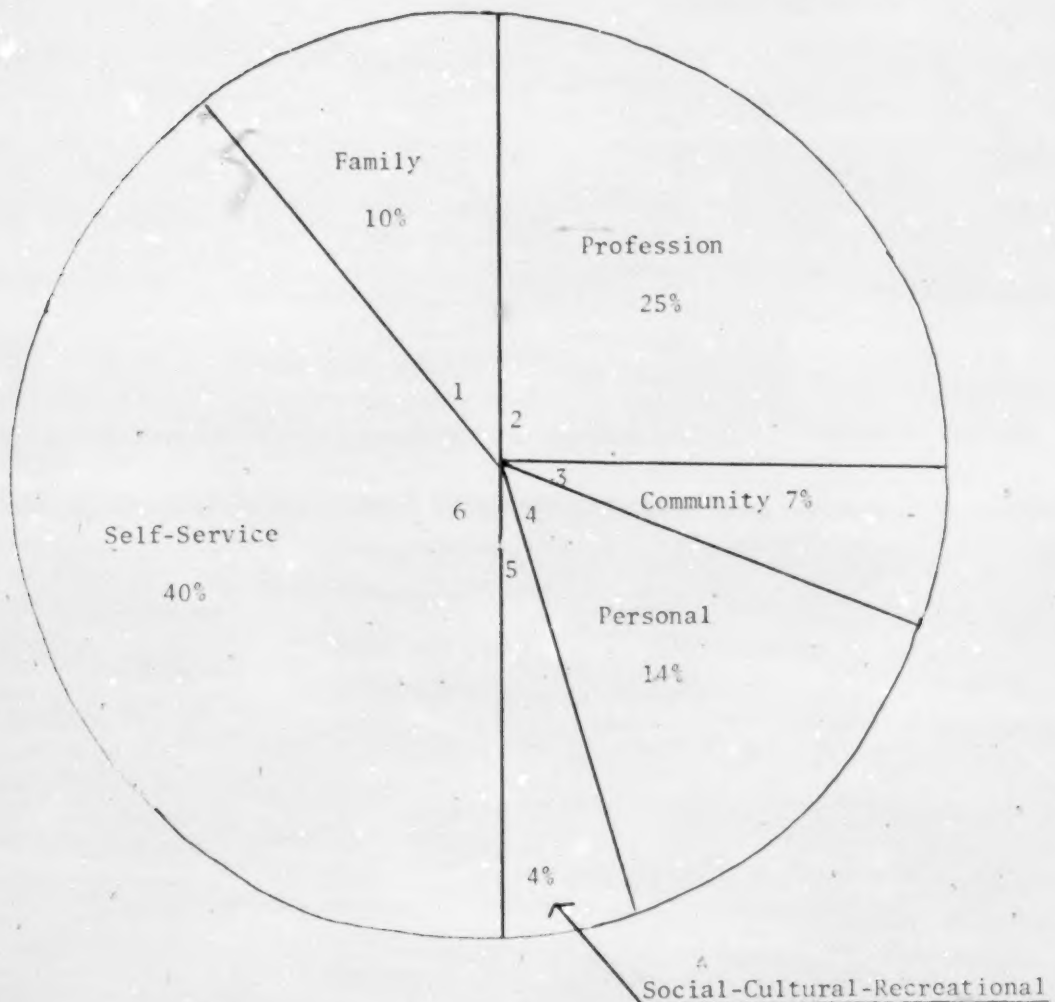
		ROLES				
Roles	** Rank	Activities	Hours/ Week	Totals of 168	*	Comments for Change
<u>Self-Service</u> : Physical maintenance activities such as eating, sleeping, exercising, personal care, etc.	6	Sleeping Eating Exercising Hygienics (shower, etc.)	54-1/2 7-1/2 3-1/2 3-1/2	69	40%	
<u>Professional</u> : Your work--that which brings in the money to support your lifestyle.	2	Planning Getting the job done Homework Meetings (PTA, night, etc.)	13 21 3 4	41	25%	
<u>Family</u> : Your parent role, spouse role, and son or daughter role.	1	Father/Mother=talk to kids Husband/Wife=talk to kids Family=home maintenance	5-3/4 3-1/4 8	17	10%	
<u>Social-Cultural-Recreational</u> Activities you participate in with friends usually for enjoyment.	5	Weekly shopping Weekly show	3 3	6	4%	
<u>Community</u> : Voluntary associations including political or religious activities.	3	Service Clubs - Rotary, Kiwanis	11	11	7%	
<u>Personal</u> : Activities you do essentially alone such as pleasure reading, hobbies, and TV.	4	Reading TV Fooling around	4 6 14	24	14%	
TOTALS				168	100%	

* Transfer %'s to next page "cutting the pie" accordingly.

** Transfer to appropriate area of the "pie" on the next page.

EXAMPLE - 3

PIE CHART



WEEKLY SCHEDULE

NAME John Doe

For Week Of _____

EXAMPLE - 4

PAK #4.6

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
6							
6:45	Read Paper	- SAME -	- SAME -	- SAME -	- SAME -	---	---
7	Talk to Wife					---	---
	Exercise						
8	Shave - Shower						
	Creative half-hour	↓	↓	↓	↓	Work in yard & around house	Sleep In
	Talk to children						
9	Go to Office	Check phone calls	calendar	layout days	activities w/sec		
	Planning	Project Planning	In-house meetings	Project Planning	Work in district and/or bldg.		
10							
	↓	↓	↓	↓	↓	↓	↓
11							
	↓	↓	↓	↓	↓	↓	↓
12							
	Lunch					Lunch	
	Read mags. & journals					Continue work around house, etc.	
1							
	Work in distr. and/or bldg.	Basic Planning Committees	In-house Committees	Work in district and/or bldg.	Project Planning		Lunch
2							Play with kids
	↓	↓	↓	↓	↓	↓	↓
3							Watch foot-ball game
	↓	↓	↓	↓	↓	↓	↓
4							
	↓	↓	↓	↓	↓	↓	↓
5		Minutes of follow-up from meetings	Tennis	Tennis			
	↓				↓	↓	↓
6	Dinner				Dinner Out		
7	Family problems	Talk to kids	work around house	Dinner - Shower	Shopping	Family problems	Dinner and discussions
8	Family home evening	Shopping	Night Meetings	Night Meetings	Show, etc.	↓	TV or read
	↓	↓	↓	↓	↓	↓	↓
9	Home Work					TV	
	↓	↓	↓	↓	↓	↓	↓
10		Reading		Reading			
	↓	↓	↓	↓	↓	↓	↓
11							
	↓	↓	↓	↓	↓	↓	↓
12	Bed						

VALUE AREAS	GENERAL GOALS		OBJECTIVES	
	Five Year	One Year	Six Months	One Month
Community	1. Active in one productive organization. 2. Become active in one additional organization.	1. Investigate four possible organizations to join. 2.	1. Investigate two organizations to join. 2.	1. Work with one organizational project. 2.
Social- Cultural- Recreational	1. One overseas trip 2. 3.	1. Two-week vacation 2. 3.	1. Weekend with wife 2. 3.	1. Visit Japanese Cultural Center 2. 3.
Professional - 12 -	1. Develop professional competency in one new area. 2. 3.	1. Attend at least 3 conferences. 2. 3.	1. Synthesize professional readings by outlining key points. 2. 3.	1. Read professional materials at least once a week. 2. 3.
Family	1. Purchase new smaller home 2. 3.	1. Support daughter in college. 2. 3.	1. Get son through high school 2. 3.	1. Encourage son in high school 2. 3.
Personal	1. Eliminate TV except for 2 hrs/week 2. 3.	1. Read at least 2 recreational books per month. 2. 3.	1. Read 12 recreational books. 2. 3.	1. Read at least one recreational book every 2 weeks. 2. 3.
Self-Service	1. Reduce weight to 190 2.	1. Reduce weight to 200 2.	1. Do daily exercise at least 3 times a week. 2.	1. Exercise 3 times a week. 2.

SUMMARY

For effective time management:

1. Determine your goals and objectives in all major aspects of your life.
2. Devote at least 30% of your work week to personal improvement in your managerial role.
3. Block out a large amount of daily planning time in your major management areas.
4. Know and keep track of where your time goes.
5. Prioritize your time to match your high-level objectives.
6. Avoid barriers to effective time usage.
7. Plan for and use basic time management tools such as proper delegation, role definition, secretary responsibilities.

SELECTED REFERENCES FOR FURTHER STUDY

- Drucker, Peter. The Effective Executive, New York: Harper & Row, 1966.
- Halverson, Don E. Professional Manager Time Allocations (A mimeographed manuscript), Redwood City, California: San Mateo County Schools Office, 1973.
- Lakein, Alan. How to Get Control of Your Time and Your Life, New York: Peter H. Wyden, Inc., 1973.
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- Lloyd, Kent. Time Management, (A mimeographed manuscript including worksheets and applications), Los Angeles, California: PEDR Urban Associates, 1112 South Third, 1973.
- Mann, Siegler, and Osmond. "Four Types of Personalities and Four Ways of Perceiving Time," Psychology Today, December, 1972.
- McCay, James T. The Management of Time, Englewood Cliffs, New Jersey: Prentice-Hall, 1959.
- Toffler, Alvin. Future Shock, New York: Random House, 1970.
- *Weldy, Gilbert R. Time: A Resource for the School Administrator, 1904 Association Drive, Reston, Virginia 22091: 1974. 54 pages, \$ 3.00 per copy.

* Highly recommended reading

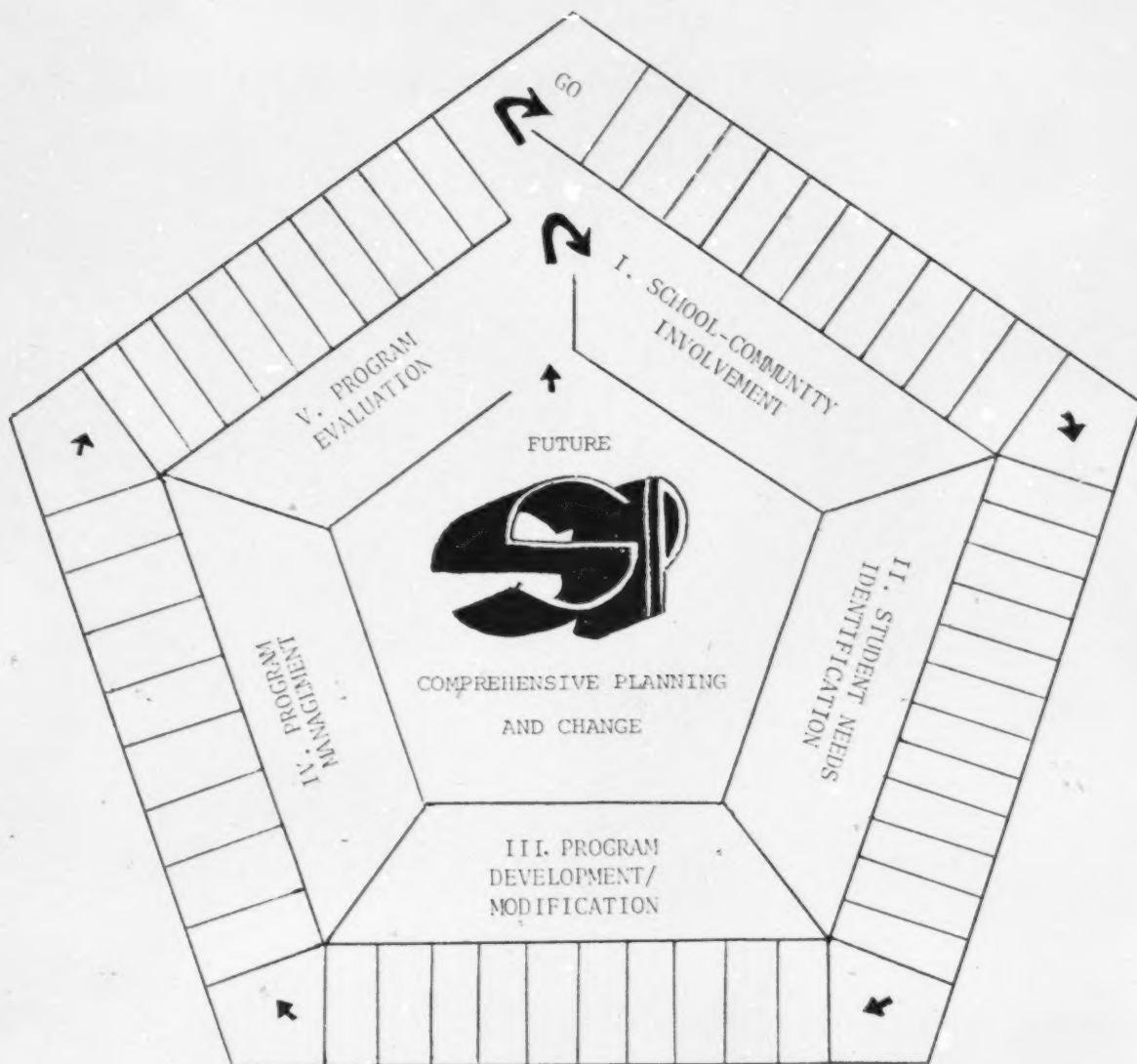
WORKSHOP ACTIVITIES FOR PAK #4.6

The following sequence of activities is suggested and may be modified at your discretion:

1. (20 min.) Have participants read the materials beginning on Page 3 through the sample exercise. Share questions and reactions.
2. (60 min.) Work individually following the sequence of instructions below. Use answer sheets copied from those in Appendix B. Please do not write in the PAK.
 - a. Complete your sheet telling what you want to be remembered for.
 - b. List your "roles" and rank them in priority order of importance to you. Start with #1 as the most important.
 - c. Write in your activities presently associated with these roles. There may be some overlap. Decide where overlapping activities belong.
 - d. Estimate the hours per week each activity takes. (It is easier to estimate hours per day and then multiply by 7.) Fill in the Hours/Week and Totals columns for each activity. Fill in comments for change column.
 - e. Figure the percentage each role is of 168 hours. Place results in the percentage column.
 - f. Using the percentages, divide the pie chart accordingly and also indicate your priority ranking in each segment. Percentages should total 100%.
 - g. Using the weekly schedule form, describe your last seven days. Use your various roles to describe each major block of activities.
 - h. Now design a plan for the next 7 days using your comments for change. Schedule activities in major 1-2 hour blocks of time. Leave gaps for travel, recreation, refreshment breaks, and other "islands" that you need.
 - i. Using the goals and objectives chart, identify under goals what you would like to achieve over the next 5 years and the next year. Under objectives, change these general goals in measurable objectives for six months and one month so you can assess progress in reaching your goals.
 - j. Review your goals and objectives. Revise your weekly plan for the next 7 days so that it reflects what you really want to accomplish. Include 1-2 hour planning blocks and 1/2 daily creative time in your work.
3. (25 min.) Divide into small groups and share your plans.
4. (15 min.) Call attention to the summary and bibliography. Remind participants to complete the PAK critique form and turn it in to you. Have the participants take the post-test and score their own answers. Share any questions or reactions.

NOTE: As quickly as possible, review the critique forms for feedback information that may be helpful during other workshops.

TOTAL TIME: Approximately 2 hours



THE SCHOOL IMPROVEMENT PROCESS

APPENDIX B

WHAT DO YOU WANT TO BE REMEMBERED FOR?

John Doe
Name

1. He/She was committed to:
 - a. Spouse and family
 - b. Helping children and others
 - c.
 - d.
 - e.

2. He/She was a recognized specialist/generalist in:
 - a. Working with people
 - b.
 - c.
 - d.
 - e.

Hours Per Week = 168

ROLES

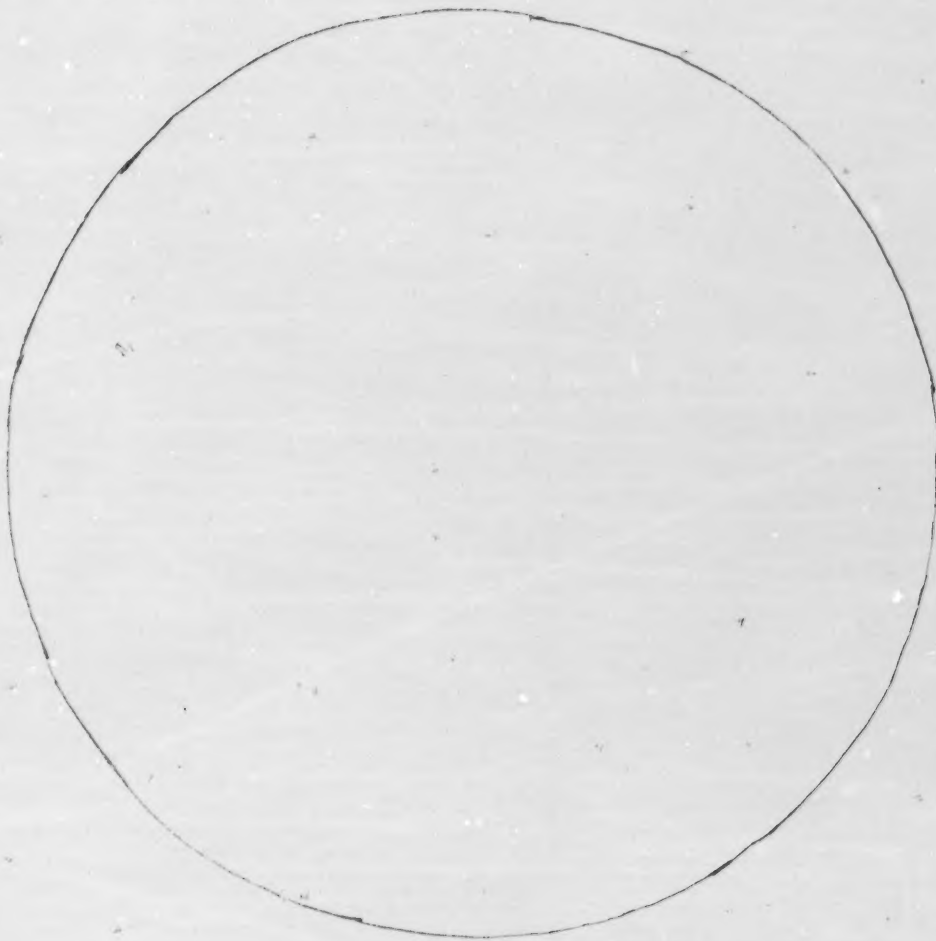
PAK #4.6

Roles	Rank	Activities	Hours/ Week	Totals	% of 168	Comments for Change

TOTALS

PAK #4.6

PIE CHART



WEEKLY SCHEDULE (LAST SEVEN DAYS)

NAME _____

WEEK OF _____

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
-6							
-7							
-8							
-9							
-10							
-11							
-12							
-1							
-2							
-3							
-4							
-5							
-6							
-7							
-8							
-9							
-10							
-11							
-12							

PAK #4.6

B-4

WEEKLY SCHEDULE (NEXT SEVEN DAYS)

NAME _____

WEEK OF _____

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
-6							
-7							
-8							
-9							
-10							
-11							
-12							
-1							
-2							
-3							
-4							
-5							
-6							
-7							
-8							
-9							
-10							
-11							
-12							

PAK #4.6

Roles	GENERAL GOALS		OBJECTIVES	
	Five Year	One Year	Six Months	One Month
Self-Service	1.	1.	1.	1.
	2.	2.	2.	2.
	3.	3.	3.	3.
Professional	1.	1.	1.	1.
	2.	2.	2.	2.
	3.	3.	3.	3.
Family	1.	1.	1.	1.
	2.	2.	2.	2.
	3.	3.	3.	3.
Social-Cultural-Recreational	1.	1.	1.	1.
	2.	2.	2.	2.
	3.	3.	3.	3.
Community	1.	1.	1.	1.
	2.	2.	2.	2.
	3.	3.	3.	3.
Personal	1.	1.	1.	1.
	2.	2.	2.	2.

PAK #

(Please fill in number)

PAK CRITIQUE FORM

Please give your assessment and comments on the following:

PROGRAM ELEMENT	OUT- STANDING	VERY GOOD	FAIR	POOR	VERY POOR	COMMENTS
1. The quality & relevance of the subject matter.						
2. The appropriateness and usefulness of the instructional materials.						
3. The timing or sequencing of the various items presented.						
4. The directing and assistance given on the exercise.						

Other comments or suggestions for improving this PAK:

If this PAK was used as part of a WORKSHOP training session, then please also complete the following:

PROGRAM ELEMENT	OUT- STANDING	VERY GOOD	FAIR	POOR	VERY POOR	COMMENTS
5. The deployment, grouping or planned interaction of the participants.						
6. The productivity and/or usefulness of the individual work session(s).						
7. The comments or assistance given to you on your selected problem.						